



20th Annual California Partnership Academies Conference

San Diego Marriott Hotel and Marina

March 24-26, 2008

*Expanding the Vision,
Exploring New Horizons*



California Department of Education
High School Initiatives/Career Education Office
1430 N Street, Suite 4503, Sacramento, CA 95814
<http://www.cde.ca.gov/ci/gs/hs/cpagen.asp>



CALIFORNIA
DEPARTMENT OF
EDUCATION

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State Superintendent of
Public Instruction

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March 24, 2008

Welcome to the 20th Annual California Partnership Academies Conference: Expanding the Vision, Exploring New Horizons. California Partnership Academies continue to be in the education spotlight. This program is an exemplary model that connects career technical preparation with academic preparation. For today's global economy, preparation for the workforce and for college must be equally rigorous.

During the last year, we have seen increased statewide support for career technical education (CTE). The California Department of Education and the California Community Colleges have completed the final draft of California's plan to comply with the new federal Perkins Act for CTE; Proposition 1D continues to provide funds to construct and upgrade CTE facilities. The Governor's Career Technical Education Initiative (SB 70) has provided funds to increase the number of California Partnership Academies and additional funding for health careers education; and the State Board of Education approved the *Career Technical Education Framework for California Public Schools*.

Students remain engaged in school when they are connected with caring adults and when they see the real-world relevance of the curriculum and skills they are learning. California Partnership Academies successfully provide relevant education, resulting in improved academic achievement for participating students and particularly for those at risk of academic failure or dropping out of school. You have my support and congratulations on the work you continue to do with students in California Partnership Academies.

I know you will find these three days to be informative, provocative, and, most importantly, productive.

Sincerely,

A handwritten signature in black ink that reads "Jack O'Connell".

JACK O'CONNELL



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College Credit Available Through Fresno Pacific University

College credit for attending this conference is available through the Fresno Pacific University (FPU) School of Professional Studies. FPU is accredited by the Western Association of Schools and Colleges and offers postbaccalaureate professional development/continuing education units that are not intended for degrees or credentialing purposes. Visit the FPU representative near the conference registration area to pick up the necessary forms. Call 1-800-372-5505 if you have any questions.

SCHEDULE OF EVENTS



MONDAY, March 24

Noon–8:00 p.m.	Vendor Exhibits
Noon–6:00 p.m.	Registration
2:00 p.m.–5:00 p.m.	Intensive Seminars
5:30 p.m.–6:00 p.m.	Jack O’Connell, Superintendent, CDE Welcome and Opening Message
6:00 p.m.–8:00 p.m.	Dinner

TUESDAY, March 25

7:00 a.m.–8:00 a.m.	Breakfast
7:00 a.m.–5:00 p.m.	Registration and Vendor Exhibits
8:00 a.m.–9:00 a.m.	Opening General Session and Keynote Address
9:15 a.m.–10:30 a.m.	Session I
10:45 a.m.–noon	Session II
12:15 p.m.–1:30 p.m.	Networking Luncheon Administrators Luncheon (by invitation only)
1:30 p.m. – 2:45 p.m.	Session III
3:00 p.m. – 4:15 p.m.	Session IV (includes roundtable discussions)

WEDNESDAY, March 26

7:00 a.m. – 8:00 a.m.	Registration and Breakfast
8:00 a.m. – 9:00 a.m.	General Session Tribute to Marilyn Raby, Founder, California Partnership Academies Alumni Panel
9:15 a.m. –10:30 a.m.	Session V (includes California Partnership Academies Coordinators Meeting)
10:45 a.m. – noon	Session VI
12:15 p.m. – 1:30 p.m.	Closing Luncheon/Teacher Recognition Awards/Baskets

Note: The Oceanside and Pacific, South Tower, Level 1 rooms will be available for academy team meetings throughout the conference. Space is available on a first-come basis.

PERSONAL CONFERENCE PLANNER



MONDAY, March 24

Intensive Seminar _____
Room

TUESDAY, March 25

Session I: _____
First choice Room

Second choice Room

Session II: _____
First choice Room

Second choice Room

Session III: _____
First choice Room

Second choice Room

Session IV: _____
First choice Room

Second choice Room

WEDNESDAY, March 26

Session V: _____
First choice Room

Second choice Room

Session VI: _____
First choice Room

Second choice Room

TUESDAY—SESSIONS AT A GLANCE

Room	TUESDAY, March 25		
	Session I 9:15 A.M. – 10:30 A.M.	Session II 10:45 A.M. – Noon	Session III 1:30 P.M. – 2:45 P.M.
Atlanta	Using Web-based Teaching Tools in Technology-Heavy Curriculum	Early Assessment Program: A Collaboration to Promote College-Readiness	Building Relationships—It Really Does Work
Chicago	Collaboration for Law-Themed Education	Partnering to Sequence Career Technical Education Courses	
Columbia 1	Restorative Justice: A Support and Accountability Model for Academy Students	Creating Effective Career Guidance Programs	
Columbia 2	Partnering with Junior Colleges (Repeated in Session VI)	Driving Your Curriculum Toward Problem Solving	What's in Our "Fav Five"?
Columbia 3	Recruitment Techniques That Work	The Governor's Career Technical Education Initiative (SB 70): Building CTE Programs	Statewide Career Pathways: Creating School-to-College Articulation (Repeated in Session VI)
Coronado			
Leucadia	California's Career Technical Education Framework: From Standards to Pathways	Building Your "a-g" Course List	pARTnerships That Work
Manchester 1 and 2	Outdoors and Active: Enrichment That Moves Kids	The Most Powerful Solution to Problem Behavior	Collaboration for Academies and Community Partners
Marriott Hall Salon 5	College and Expert Connections for Conceptual-Age Skill Building	Integrating Environmental Concepts in the Classroom: A Work Experience Case Study	Working as a Team
Marriott Hall Salon 6	Building Pathways to Nontraditional, High-Wage, High-Demand Careers	Why All Business Is Like Show Business	Money, Money, Money—Grant Writing Tips to Help Make Your World Go 'Round
New York	Making Mentoring Work	Finding Your Place in the World: A Vertical Project Sequence	Student Excellence—You're Involved
Orlando			
Point Loma	Wall-to-Wall Small Learning Communities	Pathways to Pharmacy: A Perfect Partnership	Making the Leap: High School to Community College
Rancho Las Palmas			
San Diego Ballroom Salon A	English—Rigor, Relevance, and Realism	Developing a Standards-Based Integrated Curriculum	CPA 101
San Diego Ballroom Salon B			
San Diego Ballroom Salon C	Administrator Strand (Administrators Only)	Administrator Strand (Administrators Only)	Administrator Strand (Administrators Only)
Solana	Getting Your Advisory Board to Work for You	Strategies for Teaching Algebra with Phenomenal Success (Repeated Session IV)	A Small Learning Community That Works
Torrance			
Torrey 1 and 2	Developing an Apprenticeship-like Internship Program	Service-Learning Projects	Tuning Up Your Academy Team for the Race to Student Success
Torrey 3	Help from Above: Strategies to Gain Administrative Support	A Profile of the California Partnership Academies	AVID Works: Successfully Preparing California Students for Four-Year College Eligibility
Warner Center			

WEDNESDAY—SESSIONS AT A GLANCE

TUESDAY, March 25	Room	WEDNESDAY, March 26	
		Session V 9:15 A.M. – 10:30 A.M.	Session VI 10:45 A.M. – Noon
How to Become a Career Academy Innovation Community	Atlanta	STEM: Interdisciplinary Instruction Across Science, Technology, Engineering, and Math	Arts Education and Education for Arts Careers
	Chicago	Integrating Math Using Geometer's Sketchpad	Culminating Projects in Digital Arts
Meeting the Challenges of Perkins IV and the State Plan*	Columbia 1		
Accelerated College Entrance (ACE) Program	Columbia 2		
For Students by Students: The G.E.A.R. (Grades, Efforts, Attendance, Rewards) Program	Columbia 3		
	Coronado	Linking California Partnership Academies with Apprenticeships	Higher Expectations Equal Increased Student Success: Incorporating Advanced Placement in the Academies
Implementing the CPA Model: An Academy Overview	Leucadia	Personalized Learning, Student Support, and Model Curriculum	State Update—High School Resources and Research
Targeted Intervention Using Immediate Data Feedback	Manchester 1 and 2	Connect Your Students to the Real World of Business	Mathematics Through the Performing Arts
Use Your Annual Report to Sell Your Program	Marriott Hall Salon 5	Advisory Board Structure and Management for Fun and Profit	
The Latest Findings from Manpower Demonstration Research Corporation (MDRC)	Marriott Hall Salon 6		
	New York		
	Orlando		
Strategies for Teaching Algebra with Phenomenal Success (Repeat from Session II)	Point Loma	Consultant Learning—A New Approach	Partnering with Junior Colleges (Repeat from Session I)
	Rancho Las Palmas	ACE Mentoring	Vertical Planning Made Easy
CTE Online: Connecting CTE Curriculum to the World of Work and Academics	San Diego Ballroom Salon A	California Partnership Academies Coordinators Meeting	
Roundtable Discussions	San Diego Ballroom Salon B		
Help From Above II: How to Support Your Academies*	San Diego Ballroom Salon C		Grant Reporting 101
Meeting the Mentoring Requirement with Technology	Solana	A Student-Managed Public Planetarium	Career Technical Education (CTE) Focused Themes and Projects and Essays—Oh My!
	Torrance	California Environmental Education Initiative (EEI): Principles, Concepts, and Model Curriculum	Practical Technical Writing Strategies
Transforming Your High School—How to Make Sense of It All*	Torrey 1 and 2		
The Proper Growth, Care, and Feeding of Strong Advisory Boards	Torrey 3		
	Warner Center	How to Keep a Specialized Secondary Program Going After Funding Ends	Statewide Career Pathways: creating School-to-College Articulation (Repeat from Session III)

*Recommended for administrators



VENDOR FAIR PARTICIPANTS

Monday, March 24, Noon–8 p.m.

Tuesday, March 25, 7 a.m.–5 p.m.

West Lobby Lounge

ABA Educational Art

Arc Riverside

Axxess Video Corp.

Career Cruising

Ed-Tex

Foundation for Investor Education

Great Adventure Tours

Goodheart-Willcox Publisher

ICOULDBE.org

Port of Long Beach

RanESCO

Southland Instruments, Inc.

Tailwag Studio, Inc.

Vocational Technologies

West Love Ltd.

INTENSIVE SEMINARS



Monday, March 24, 2 P.M.–5 P.M.

Integrated Curriculum: Health Science Units for Your Academy

Marriott Hall Salon 5

Curriculum integration allows academies to use their unique school-within-a-school structure to engage all students in learning. This seminar will provide participants with the framework and curriculum necessary to successfully introduce or enhance integration in their health science academies. The seminar includes an activity on epidemiology illustrating integration across multiple subject areas, and participants will receive 10 complete integrated units on a CD-ROM.

Pier Sun Ho, Senior Associate, Curriculum Development; **Penni Hudis**, Director, Program and Curriculum Development; **Khanh Bui**, Associate, Curriculum Development, ConnectEd: The California Center for College and Career, Berkeley

Integrating Academic and CTE Courses with the Stock Market Game—An Education for Life

Marriott Hall Salon 6

The Stock Market Game is designed to deliver interdisciplinary teaching and integrated student learning. Participants will learn how academy teacher teams can integrate math, economics, English language arts, and business education utilizing this engaging and relevant program. This comprehensive educational program is based on a simulation of the stock market. Participants will also learn how academies can incorporate this program free of charge into classes as an interdisciplinary project or enrichment activity. Curriculum and materials will be provided.

Maria Suggett, Western Region Director; **Rachel Barajas**, Western Region Coordinator Foundation for Investor Education; **Francis J. DeStefano**, former Deputy Chief Academic Officer, Baltimore City Public Schools

Data Collection and Use

San Diego Ballroom Salon A

The presenters, coauthors of the original book on career academies, will provide essential information on how to find, make sense of, and utilize data as evidence of program value to increase the stakeholder support that is vitally necessary for academy success.

Charlie Dayton, Coordinator, Career Academy Support Network, University of California, Berkeley; **David Stern**, Principal Investigator, Career Academy Support Network; and Professor, Graduate School of Education, University of California, Berkeley

INTENSIVE SEMINARS—Monday, March 24, 2 p.m.–5 p.m.

The “Buzz” About the Standards Alignment Process

San Diego Ballroom Salon B

How do educators and industry professionals come together in effectively aligning curriculum with their individual standards? This seminar will demonstrate how to use a collaborative alignment template to align instructional units with both academic content standards and career technical education standards. Flash drives complete with the template, the California standards and frameworks, aligned curriculum samples, and other resources will be given to participants. An opportunity to practice using the template will also be given.

Carla Cherry, Director, Kern Resource Center, Bakersfield

It Takes a Village—Business, Community, and Postsecondary Partnerships

San Diego Ballroom Salon C

To ensure students are ready for college and careers, Monroe High School has formed community collaboratives to help each of its academies reach this goal. Participants will learn how to join with their community to prepare a future workforce.

Nikki Sierks, Consultant, Grants, Small Learning Schools, Los Angeles Unified School District (retired); Panel of Business Partners

NETWORKING DINNER

Monday, March 24, 5:30 p.m.–8 p.m.

Marriott Hall Ballroom Salons 1, 2, 3, and 4

5:30 P.M.–6 P.M.

Welcome and Opening Message

Jack O’Connell

State Superintendent of Public Instruction

6 P.M.–8 P.M.

Buffet Dinner

Networking among academy educators is always one of the highlights of the California Partnership Academies Conference. At the dinner, participants have the time to network with each other. The vendor exhibits will be available after dinner in the West Lobby Lounge. Please take this time to visit with the exhibitors.

OPENING GENERAL SESSION

Tuesday, March 25, 8 A.M.—9 A.M.

**Marriott Hall Ballroom
Salons 1, 2, 3, and 4**

Presentation of Colors and Pledge of Allegiance

Hoover High School, Information Technology Academy
San Diego Unified School District, San Diego

Hoover High School JROTC Color Guard, led by Sergeant First Class Alvin Coleman

National Anthem

Julieta Zavala, Hoover High Student, eleventh grade, San Diego

Welcome and Keynote Introduction

Patrick Ainsworth, Director, Secondary, Postsecondary and Adult Leadership Division
California Department of Education

Keynote Speaker

Ray McNulty, Senior Vice President, International Center for Leadership in Education

Creating a Culture of Innovation in Education



The future is being shaped by four megatrends—globalization, demographics, technology, and changing values and attitudes. Ray McNulty will explore these trends and their impact on what students need to know and be able to do.

Why do we need to create a culture of innovation in our schools and education systems? Why is change so difficult and often met with resistance? What about the need to create a strong and stable environment for our students? Are change and stability in conflict? McNulty will offer some thoughts and hope on how we can help our children achieve their dreams.

He will discuss the challenges of the new conceptual age that lies ahead and the impact on students, schools, and society if we do not prepare students adequately for this changing world.

Since 1973 McNulty has been a teacher, vice principal, principal, and superintendent. From 2001 to 2003, he served as Vermont's education commissioner.

He holds a bachelor's degree in education from Bridgewater State College in Massachusetts (1973) and completed a master's degree in education administration at Vermont's Johnson State College (1977). He also holds a certificate of advanced graduate study in administration and planning from the University of Vermont (1983), was a charter graduate of the American Association of School Administrators National Superintendents Academy (1984), and completed the Early Education Program at UCLA's Anderson School of Business (1996). McNulty received an honorary Doctor of Humane Letters from Marlboro College in 2002.

Announcements



SESSION I

Tuesday, March 25, 9:15 A.M.–10:30 A.M.

Using Web-based Teaching Tools in Technology-Heavy Curriculum

Atlanta

Web-based tutorials aid student retention and encourage success in students' use of software in technology-focused classrooms. Art teachers demonstrate the creation and use of these tutorials in digital media classes, but these techniques are readily transferable to all subjects.

Julie Rais, Academy Coordinator, Digital and Fine Arts; **Paul Washburn**, Academy Coordinator, Cinema, Canyon Crest Academy, Envision the Arts, San Diego

Collaboration for Law-Themed Education

Chicago

Law-themed work can be particularly effective in student engagement, rigorous pedagogy, and meaningful relationships. Drawing on existing research and experience, this presentation focuses on law-themed curriculum and cross-curricular activities and partnerships with the legal community for mentorship and internship opportunities. Participants will be asked to identify and share best practices.

Sarah Redfield, Visiting Professor, University of the Pacific McGeorge School of Law;
Beth Bulgeron, Teacher, Natomas Pacific Pathways Prep NP3, Sacramento

Restorative Justice: A Support and Accountability Model for Academy Students

Columbia 1

Restorative justice replaces crime and punishment with relationships and restoration. The result is true resolution with fewer repeat conflicts. Participants will learn to apply restorative justice to raise student achievement and strengthen community relationships.

Rebecca Lacacque, Academy Coordinator; **Cory Wechsler**, Restorative Justice Facilitator, Arroyo High School Future Academy, San Lorenzo

Partnering with Junior Colleges (Repeated in Session VI)

Columbia 2

A partnership with junior colleges clearly improves educational opportunities for students. This presentation shows how to identify resources, restructure curricula, establish articulated pathways, and dramatically increase concurrent enrollment.

Mike Kuliga, Academy Coordinator, Sequoia High School, Electronic Arts Academy, Redwood City

SESSION I—Tuesday, March 25, 9:15 A.M.–10:30 A.M.

Recruitment Techniques That Work

Columbia 3

Dread the recruitment process each year? Running out of recruitment ideas? Through trial and error, this team has established some successful recruiting methods to share, including explanations, samples, and demonstrations of their best techniques.

Debbie Foley and **Kim Roy**, Academy Coordinators, Oceanside High School Health Academy, Oceanside

California's Career Technical Education Framework: From Standards to Pathways

Leucadia

The CTE framework is the latest framework produced by the state. It (1) supports a seamless transition to postsecondary education and career entry; (2) supports mastery of essential employability skills and rigorous academic content standards; (3) reflects the essential knowledge and skills students are expected to master; and (4) includes foundational standards that apply to all industry sectors.

Jim Greco, Administrator, California Department of Education, Sacramento

Outdoors and Active: Enrichment That Moves Kids

Manchester 1 and 2

Industry partnerships with UCSD, Scripps, Tijuana Estuary, and Wildcoast help the Poseidon Academy develop motivational activities, field trips, recruitment, and internships that capture the imagination of students, staff, and partners alike. Ways to get everyone actively involved in education will be presented.

Mario Olmos, Academy Coordinator; **Horacio Guajardo**, Marine Biology Teacher, Mar Vista Senior High School, Poseidon Academy, Imperial Beach

College and Expert Connections for Conceptual-Age Skill Building

Marriott Hall Salon 5

ACME animation connects middle schools with university classrooms through a video conference mentoring community that includes many of the world's leading animation professionals. Students build conceptual-age communications skills and a college-career connection to various fields. Teachers use access to ACME to energize their classroom and perform real-time, real-world assessment.

Dave Master, Curriculum and Program Director, ACME Network; **Wes McBride**, Instructor, Verdugo Hills High School, Los Angeles Unified School District

SESSION I—Tuesday, March 25, 9:15 A.M.–10:30 A.M.

Building Pathways to Nontraditional, High-Wage, High-Demand Careers

Marriott Hall Salon 6

The presenter explores (1) how to use data to plan instruction and evaluate efforts aimed at increasing the success of special-populations students in career technical education programs; and (2) the value of nontraditional education and the ways students can make logical choices that provide a wage for themselves and their families. Participants will receive resources that are free of charge and will analyze the changes in Carl D. Perkins IV legislation.

Elizabeth Wallner, Consultant, Joint Special Populations Advisory Committee, Sacramento

Making Mentoring Work

New York and Orlando

This workshop shows how to use the skills of business partners to successfully plan, develop, and implement a mentoring program from design to delivery.

Kim Woolf and **Stacey Fuentes**, Academy Coordinators, South High School, Engineering and Industrial Technology, Bakersfield

Wall-to-Wall Small Learning Communities

Point Loma

Rigor, relevance, and relationships: This is a charge that schools across the nation are being given. Long Beach Unified School District has looked to the small learning community (SLC) model. How do schools fund and develop SLCs? Find out what the challenges are of “wall-to-wall” SLCs and how partnership academies fit in.

Cheryl Cornejo, Administrative Assistant, Long Beach Unified School District; **Sabrina Arney**, Academy Coordinator and Instructor, Jordan High School, Aspirations in Medical Services Academy, Long Beach

English—Rigor, Relevance, and Realism

San Diego Ballroom Salon A

Presenters offer a plan for students to meet English content standards while staying creative and career-focused. New ideas will be shared.

Kelly Redmon, Academy Coordinator and English Teacher; **Chris Craig**, English Teacher, Carlmont High School, Business Technology Academy, Belmont

Administrator Strand (by invitation only)

San Diego Ballroom Salon C

Refer to the “Administrator Strand Program” Handout.

SESSION I—Tuesday, March 25, 9:15 A.M.–10:30 A.M.

Getting Your Advisory Board to Work for You

Solana

The presenter will show how to build career-focused advisory board and business partner events. Participants will learn easy outreach techniques that develop and strengthen partnerships.

Leslie Aaronson, Lead Academy Teacher, Foshay Learning Center, Technology Academy, Los Angeles

Developing an Apprenticeship-like Internship Program

Torrey 1 and 2

Participants will see how the “apprentice” intern program works. The BEST apprentice program is a fun way for students to complete their intern hours for the academy. The apprentice program is sponsored by the Southern California BEST Foundation. Participants will also learn how to create a chapter for their academy.

Derek Wood, Academy Coordinator; **Joe Matthews**, Field Deputy for Los Angeles County Supervisor Don Knabe, La Mirada High School, ACE Business Academy, La Mirada

Help from Above: Strategies to Gain Administrative Support

Torrey 3

This workshop, led by Los Angeles Unified School District’s director of career development, will provide effective strategies for gaining “buy-in” and support from site and district administration. Academy teachers and other career technical education program staff will gain insights on how this invaluable partnership may be effectively developed to build, enhance, and sustain their programs.

Nicholas Rogers, Director, Career Development, Los Angeles Unified School District



SESSION II

Tuesday, March 25, 10:45 A.M.–NOON

Early Assessment Program: A Collaboration to Promote College-Readiness

Atlanta

The Early Assessment program helps high school students meet college-readiness standards. It has been instrumental in helping to increase the number of college-bound students in California. Participants will learn how eleventh-grade assessment, senior year academic preparation, and professional development for English language arts and mathematics teachers promote students' success in college.

Carolyn Hamilton, Consultant, California Department of Education, Sacramento

Partnering to Sequence Career Technical Education Courses

Chicago

Sequencing is the new buzzword in career technical education (CTE). Sequencing CTE courses will put students on the pathway to success. Participants will learn about exciting changes that provide an opportunity to partner with the high school, regional occupational center or program, and community colleges to sequence CTE courses.

Tammie Holloway, Consultant, California Department of Education, Sacramento

Creating Effective Career Guidance Programs

Columbia 1

Participants will learn how to help students make the connection between school and future success. There will be interactive demonstrations of three California Career Resource Network programs. Through exposure to these resources, students can develop an informed and hopeful vision of their future and discover for themselves why they need to do well in school.

John Merriis-Coots, Consultant, California Department of Education, Sacramento

Driving Your Curriculum Toward Problem Solving

Columbia 2

The Ford Partnership for Advanced Studies provides students with high-quality interdisciplinary learning experiences that challenge them academically and develop their problem-solving, critical thinking, and communication skills. Participants will find out how to obtain a copy of this curriculum.

Richard Delano and **Sandy Mittelsteadt**, Consultants, Ford Partnership for Advanced Studies (PAS), Ford Motor Company Fund, Dearborn, Michigan

SESSION II—Tuesday, March 25, 10:45 A.M.—NOON

The Governor's Career Technical Education Initiative (SB 70): Building CTE Programs

Columbia 3

This year funds for California Partnership Academies are available through the Governor's CTE Initiative (Senate Bill 70). Participants will find out how Senate Bill 70 is evolving, how direct funding and resources that are free of charge are being developed to support partnership academies and their partners, and how CTE options for students are expanding.

David Militzer, Consultant, California Department of Education, Sacramento

Building Your "a-g" Course List

Leucadia

This workshop will explain the articulation process for high school courses at the University of California. The presenter will discuss recent changes in the type of high school courses that can qualify for approval as meeting the "a-g" requirements.

Jeanne Hargrove, Coordinator for High School Articulation, University of California, Office of the President, Oakland

The Most Powerful Solution to Problem Behavior

Manchester 1 and 2

Teachers lose three to six hours per week dealing with students' misbehavior. This workshop shows how to transform your school's discipline system with strategies that research has proven to be effective. Participants will empower teachers with expertise in using the "refocus" as a tool and restore that lost time.

Carrie Chase, Teacher and Consultant, Center for Teacher Effectiveness, Arroyo Grande

Integrating Environmental Concepts in the Classroom: A Work Experience Case Study

Marriott Hall Salon 5

In response to the need for more technical work experience programs and the desire to integrate environmental and conservation concepts into the curriculum, a Canadian electric utility adopted a responsive and creative approach. This case study explores the principles supporting the development of the Power Smart student suite of educational programs that help teachers convey real conservation strategies while directly meeting prescribed learning outcomes.

Barry R. Fergusson, Managing Partner, Current Training Solutions, BC Hydro, Canada

SESSION II—Tuesday, March 25, 10:45 A.M.—NOON

Why All Business Is Like Show Business

Marriott Hall Salon 6

Global industries demand flexible thinkers and innovators. An entertainment industry veteran presents a compelling argument for linking career and academic courses focused on any industry. Ms. Milnes helped to write the CTE standards in the Arts, Media, and Entertainment section.

Kathleen Milnes, President and CEO, the Entertainment Economy Institute, Pacific Palisades

Finding Your Place in the World: A Vertical Project Sequence

New York and Orlando

Academy students and teachers will share results from a three-year, cross-curricular, standards-based project focusing on self-exploration, cultural identity, community action, and self-expression. The workshop includes strategies for successful project development and implementation.

Randall Depew, Academy Coordinator; **Natasha Paul**, Teacher, Mt. Diablo High School, The Digital Safari Academy, Concord

Pathways to Pharmacy: A Perfect Partnership

Point Loma

Students in Long Beach Unified School District were afforded an opportunity to investigate careers in pharmacy. Through the coordination of CVS/Pharmacy, America's Promise, Long Beach Unified School District, the city of Long Beach, and the Aspirations in Medical Services Academy, students were able to complete a comprehensive summer internship program and explore this "high need" career.

Nancy Volpe, Youth Programs, America's Promise, CVS/Pharmacy, Overland Park, Kansas; **Rebecca Martinez**, Consultant, CVS/Pharmacy, California; **Sabrina Arney**, Academy Coordinator and Instructor, Jordan High School, Aspirations in Medical Services Academy, Long Beach

Developing a Standards-Based Integrated Curriculum

San Diego Ballroom Salon A

Integrating academic content and technical content enhances student learning, but it also presents challenges for teachers. In this collaborative session, participants create the structure for a theme-based integrated curriculum unit, focusing on several of the most challenging areas, such as identifying key standards and mapping the curriculum across subjects. All participants will receive a copy of ConnectEd's 40-page curriculum design manual.

Penni Hudis, Director, Program and Curriculum Development; **Arlene LaPlante**, Director, Network of Schools; **Pier Sun Ho**, Senior Associate, Curriculum Development, ConnectEd: The California Center for College and Career, Berkeley

SESSION II—Tuesday, March 25, 10:45 A.M.—NOON

Administrator Strand (by invitation only)

San Diego Ballroom Salon C

Refer to the “Administrator Strand Program” Handout.

Strategies for Teaching Algebra with Phenomenal Success (Repeated in Session IV)

Solana

Ninety percent of students in Grant High School failed algebra last year. Of the 50 special day class students who spent six weeks retaking the course with the presenter in summer school, 96 percent “aced” the districtwide exam, outperforming the entire district. Using the audience as his students, the presenter will demonstrate his phenomenally successful strategies to teach urban youth this vitally important subject.

Kadhir Raja, Teacher, Grant High School, Sacramento

Service-Learning Projects

Torrey 1 and 2

Participants will hear about successful implementation of numerous service-learning projects and the secret of unique, creative, and successful fund-raising.

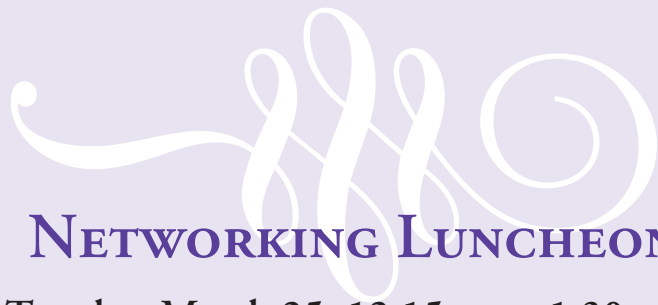
Ken Hooper, Department Chair, Social Studies, Bakersfield High School, CEO Academy, Bakersfield

A Profile of the California Partnership Academies

Torrey 3

A recent joint report by ConnectEd and the Career Academy Support Network on partnership academies gives the strongest statistical evidence to date of what teachers and other believers have long known to be true—Academies have an immense impact on students, teachers, and the process of education. The presenter will discuss the findings and how all academies can use the data to garner program support.

Gary Hoachlander, President, ConnectEd (The California Center for College and Career), Berkeley



NETWORKING LUNCHEON

Tuesday, March 25, 12:15 P.M.—1:30 P.M.

Marriott Hall Ballroom Salons 1, 2, 3, and 4

This is network time. There is no planned program during lunch. Conference participants will have the opportunity to discuss morning sessions without interruptions.



ADMINISTRATORS LUNCHEON (by Invitation Only)

San Diego Ballroom Salon B

Guest Speaker: **Richard Delano**
Consultant

Ford Partnership for Advanced Studies (PAS)
Ford Motor Fund



SESSION III

Tuesday, March 25, 1:30 P.M.–2:45 P.M.

Building Relationships—It Really Does Work

Atlanta and Chicago

Research shows that building relationships with students is an integral part of their success in and outside our classrooms. A team of teachers will showcase several innovative programs that focus on relationships, such as the Reading Buddies program (community), Academy Parent Night (parents), and Academy Wishes Day (students).

Susan Lucey, Academy Coordinator; **Laura Smith**, Lead Teacher; **Morgan Pellettera**, English Teacher, Arroyo Valley High School, Educators for Tomorrow Academy, San Bernardino

Exploring the Academic Preparation of CPA Students for Four-Year Colleges

Columbia 1

A 2007 research study was conducted in academically successful California Partnership Academies (CPA) to identify and describe the most effective elements that help prepare students for four-year colleges. Twenty-eight academies, covering a variety of industry sectors, participated in this study. The findings will be presented, including differences between principals, coordinators, and teachers.

Janie DeArcos, Assistant Superintendent, Secondary Instruction, Folsom Cordova Unified School District, Folsom

What's in Our “Fav Five”?

Columbia 2

Looking for solid cross-curricular lessons? Here are the “fav five” joining English, history, and business: (1) The Art of Persuasion: Letters to Chaucer’s Pardoner (2) Putting a “Spin” on Research with *Animal Farm*; (3) Rise of the Corporation (Gilded Age); (4) Group Essays—“Saving the Sanity of Teachers and the Panic of Students”; and (5) Ladies and Gentlemen: What Are Your *Great Expectations*?

Ginger Brandenburg, Academy Coordinator; **Brian Friefeld**, History Teacher, Moorpark High School, Business Academy, Moorpark

SESSION III—Tuesday, March 25, 1:30 P.M.–2:45 P.M.

Statewide Career Pathways: Creating School-to-College Articulation (Repeated in Session VI)

Columbia 3

This project, arising from Senate Bill 70, brings together high school, regional occupational center or program, and community college teachers to develop articulation templates and make articulation agreements available in a statewide database. Participants will learn about the progress of the project, future plans, and how they affect academy students.

Jane Patton, Faculty Coordinator, Creating School-to-College Articulation Project, Mission College, Santa Clara; **Bill Davis**, Steering Committee Member and Agriculture Teacher, Statewide Career Pathways, Sacramento; **David Miltzer**, Consultant, California Department of Education, Sacramento

pARTnerships That Work

Leucadia

Presenters advocate partnerships that develop strong community relationships with art galleries at postsecondary institutions, local businesses, art organizations, and experts in the field. Replicable fund-raising projects, including a fashion design program, an annual runway show, a recently published graphic novel, and an art calendar, have all been successful.

Anne Bown-Crawford, Director, Arcata High School, Arcata Arts Institute, Arcata

Collaboration for Academies and Community Partners

Manchester 1 and 2

This workshop presents tools and sources of support for successfully running an academy and/or small learning community. The following topics will be covered: (1) master schedule and course selection; (2) the personalized academy “identity;” (3) autonomy over academy budget, scheduling, instruction, and curriculum; (4) utilizing and analyzing student data and ideas from community partners; and (5) building community partnerships and district support.

Euniceann Roland, Academy Coordinator; **Sally Leake**, Public Services Entrepreneur, Luther Burbank High School, Public Services Academy, Sacramento

Working as a Team

Marriott Hall Salon 5

The presenter will discuss and evaluate stages of team development, interpersonal styles, and how they affect cooperative work. Participants will find out why group goals are difficult to establish and achieve.

John Galisky, Academy Coordinator, Lompoc High School, Space, Technology and Robotic Systems (STARS), Lompoc

SESSION III—Tuesday, March 25, 1:30 P.M.–2:45 P.M.

Money, Money, Money—Grant Writing Tips to Help Make Your World Go 'Round

Marriott Hall Salon 6

Grant writing should not be a mystery. Participants will learn how to approach a Request for Application, break it down, and tell the story successfully.

Nikki Siercks, Consultant, Smaller Learning Communities Design, Los Angeles Unified School District (retired), Los Angeles

Student Excellence—You're Involved

New York and Orlando

The Student Excellence—You're Involved (SEYI) model will present an integrated curriculum that is industry-specific, partnership-based, and objectively verifiable and works.

Stephen D. Aloia, California State University, Fullerton; **Fathi El-Farghali**, California Precision Metalforming Association (PMA), Temecula

Making the Leap: High School to Community College

Point Loma

Successful transitions from high school to community college do not have to be painful. The process has produced huge increases in college attendance and success for this academy. The presenters' simple method will help any academy.

Jamin Condou, Academy Coordinator, La Mirada High School, Apple Academy; **Sue Parsons**, Coordinator, Teacher Trac Program, Cerritos Community College, La Mirada

CPA 101

San Diego Ballroom Salon A

This workshop is intended for new teams and coordinators, for those who need a refresher, and for administrators affiliated with partnership academies. California Department of Education staff members will review the California Partnership Academies (CPA) law and grant requirements, the funding cycle, and reporting requirements. Because of increased program accountability, knowing the partnership academies' expectations is important to ensure continued funding.

Karen Shores and **Jerry Winthrop**, Consultants, California Department of Education, Sacramento

Administrator Strand (by invitation only)

San Diego Ballroom Salon C

Refer to the "Administrator Strand Program" Handout.

SESSION III—Tuesday, March 25, 1:30 P.M.–2:45 P.M.

A Small Learning Community That Works

Solana

Students will share the effects of their academy experience, from projects to the impact on their education. Highlights include the family atmosphere, hands-on activities, field trips, and projects.

Jennifer McAllister, Academy Biology Teacher; **Student Team**, River City High School, Science and Technology Academy, Washington Unified School District, West Sacramento

Tuning Up Your Academy Team for the Race to Student Success

Torrey 1 and 2

Is your team race car ready? Can you change, communicate, and shift gears smoothly? In this interactive session for teams, different roles will be discussed: passenger, driver, mechanic, or maintenance. Strategies for shared leadership, decision making, problem solving, and dealing with differences will be explored.

Susan Tidyman, State and Regional Coordinator, University of California, Berkeley, Career Academy Support Network (CASN); **Sandy Mittelsteadt**, Consultant, Ford Motor Company Fund, Berkeley

AVID Works: Successfully Preparing California Students for Four-Year College Eligibility

Torrey 3

This presentation will describe the 11 essentials of Advancement Via Individual Determination (AVID), California's long-term investment in AVID, the statewide data and national research on AVID's efficacy, and AVID's role in closing the achievement gap through a focus on access, culture, climate, expectations, and strategies.

Joe Radding, Consultant, California Department of Education, Sacramento; **Dennis Johnston**, National Director, Research and Evaluation, AVID Center, San Diego



SESSION IV

Tuesday, March 25, 3 P.M.—4:15 P.M.

How to Become a Career Academy Innovation Community Sponsored by Ford Motor Company Fund

Atlanta and Chicago

In 2006, the Ford Motor Company formally launched a new initiative called the Career Academy Innovation Communities (CAIC), a program to support communities wishing to increase the number of students learning in successful academies. Participants will receive the 12-point CAIC Indicators of Success document and learn how to apply to become a Ford Fund Career Academy Innovation Community.

Rick Delano, Consultant, Ford Partnership for Advanced Studies (PAS); **Cheryl Carrier**, Ford PAS Director, Ford Motor Fund, Dearborn, Michigan

Meeting the Challenges of Perkins IV and the State Plan*

Columbia 1

With the new expanded vision for career technical education, how will schools meet the challenges? Participants will explore the new horizons of Perkins IV and the State Plan for Career Technical Education. Participants will discover how they can expand their vision and understanding of the new requirements for the development of a local plan.

Russ Weikle, Administrator, California Department of Education, Sacramento

Accelerated College Entrance (ACE) Program

Columbia 2

The exciting and innovative ACE Program allows qualified high school students to enroll in classes at California State University, Sacramento, and earn university credits while completing regular high school.

Chris Almeida, Academy Coordinator, Cordova High School, Polytechnical Academy, Business Technology Academy, and Consumer Science Academy, Rancho Cordova

For Students by Students: The G.E.A.R. (Grades, Effort, Attendance, Reward) Program

Columbia 3

Academy students will present an exciting, interactive program aimed at increasing student success. This innovative, student-developed points system gives students, parents, teachers, and administration a biweekly snapshot of student success. Academy students will share data to show how the program has helped them to achieve at all ability levels.

Academies' Student Teams, Roosevelt High School, IRS Business Careers Academy and the Health Academy, Fresno

*Recommended for administrators

SESSION IV—Tuesday, March 25, 3 P.M.—4:15 P.M.

Implementing the CPA Model: An Academy Overview

Leucadia

The Pathways Communications Academy is a model that has a decade of experience in creating a nurturing learning community. It prepares students for success after high school.

Julie Salas, Academy Coordinator; **Academy Team**, Diamond Bar High School, Pathways Communications Academy, Diamond Bar

Targeted Intervention Using Immediate Data Feedback

Manchester 1 and 2

Participants will learn how this academy targets intervention strategies minutes after assessments are taken, including a demonstration of creative, interactive assessments, and how they are quickly disaggregated to focus teaching strategies.

Scott Spector, Priority Staffing Adviser; **Dana Escalante**, Lead Teacher, STARR Academy for the Performing Arts; **James Powell**, Lead Teacher, Academy of Law and Justice; **Sam and Michelle Jones**, Talent Development High School—Ninth Grade Academy, Jordan High School, Los Angeles Unified School District, Los Angeles

Use Your Annual Report to Sell Your Program

Marriott Hall Salon 5

The annual report is your friend. Learn how to use this information to gain program support, recruit students, and strengthen business partnerships.

Linda Greer, Lead Teacher, Cordova High School, Business Technology Academy, Rancho Cordova

The Latest Findings from Manpower Demonstration Research Corporation (MDRC)

Marriott Hall Salon 6

The presenter will discuss the latest findings from MDRC's experimental, longitudinal evaluation of career academies. This study was based on the follow-up survey of academy and control group students eight years after graduation. The largest and most respected study ever done of career academies, it included four CA Partnership Academies among its sites and has revealed many interesting insights into how and why academies do or do not work.

James Kemple, Director, K-12 Education Policy Area, Manpower Demonstration Research Corporation, New York

SESSION IV—Tuesday, March 25, 3 P.M.—4:15 P.M.

Strategies for Teaching Algebra with Phenomenal Success (Repeat from Session II)

Point Loma

Ninety percent of students in Grant High School failed algebra last year. Of the 50 special day class students who spent six weeks retaking the course with the presenter in summer school, 96 percent “aced” the districtwide exam, outperforming the entire district. Using the audience as his students, the presenter will demonstrate his phenomenally successful strategies to teach urban youth this vitally important subject.

Kadhir Raja, Teacher, Grant High School, Sacramento

CTE Online: Connecting CTE Curriculum to the World of Work and Academics

San Diego Ballroom Salon A

CTE Online is a resource devoted to connecting educators and leaders to quality professional and curriculum development tools. Participants will identify and align current courses to adopted career and technical standards and academic skills. Participants will find new opportunities to join in a common, consistent process of curriculum-related work that balances current academic needs with students’ future career interests.

Brian Ausland, Program Administrator; **Paul Watters**, Director, Regional Occupation Programs, Butte County Office of Education, Oroville; **Dennis Guido**, Administrator, California Department of Education, Sacramento

Help From Above II: How to Support Your Academies*

San Diego Ballroom Salon C

This workshop is based on years of experience with academies and presents clear and effective ways to provide the support needed for academies to thrive—and make administrators look good.

Nicholas Rogers, Director, Career Development, Los Angeles Unified School District, Los Angeles

Meeting the Mentoring Requirement with Technology

Solana

This team will share the details of the e-mail mentoring program: the technical issues, guidance and monitoring, planned lessons, and gathering a group of reliable mentors.

Michael Sagers, Computer Applications Teacher; **Kathryn Drewry**, Academy Coordinator, Ridgeview High School, Information Technology Academy, Bakersfield

*Recommended for administrators

SESSION IV—Tuesday, March 25, 3 P.M.—4:15 P.M.

Transforming Your High School—How to Make Sense of It All*

Torrey 1 and 2

A crosswalk of strategic high school initiatives will be presented along with tools to assist with connecting, organizing, and communicating the change process at the school level. Participants will receive resources to connect their partnership academy with the WASC/Focus on Learning process and other initiatives. This crosswalk process has helped schools throughout California in acting more strategically as they transform their practice.

Alisa McCord, Coordinator, High School/Partnership Initiatives, Orange County Department of Education, Costa Mesa

The Proper Growth, Care, and Feeding of Strong Advisory Boards

Torrey 3

Advisory board members provide vital resources, both human and financial, to academy programs. This workshop will focus on techniques used to identify, recruit, and retain advisory board members to meet the needs of academy programs.

Charlie Katz, Director of Advisory Board Development, National Academy Foundation, New York

*Recommended for administrators

SESSION IV—Tuesday, March 25, 3 P.M.—4:15 P.M.

ROUNDTABLE DISCUSSIONS

San Diego Ballroom Salon B

Join facilitated conversations with coordinators and teachers from partnership academies and share strategies or best practices. Each round will last 35 minutes. Participants can remain at one table for the whole session or participate in two discussions.

Table 1 Partnership and Collaboration with Other Academies

Developing partnerships and positive relationship with other academies is important to a successful program. Presenters will share their experience in creating a clinic and job-shadowing program.

Dee Joyner, Academy Coordinator, Southwest High School, Health Career Plus Academy, San Diego

Table 2 Digital Assessment Systems

Digital assessment systems allow teachers to quickly and easily evaluate student learning in a safe, anonymous environment.

Warren Culberson, Academy English Teacher, Lompoc High School, Space, Technology and Robotic Systems, Lompoc

Table 3 Future Business Leaders of America and Distributive Education Clubs of America

Participants discuss how to establish a chapter and what is expected of advisers.

Jim Greco, Administrator, California Department of Education, Sacramento

Table 4 Building an Integrated, Community-Based Visual and Performing Arts Curriculum

Participants will discuss how to establish collaboration with outside partner organizations and align the expectations of these organizations with the needs of the academy.

George Lee and **Jeff Larson**, Academy Coordinators, Balboa High School Communication Arts–CAST Academy, San Francisco

ROUNDTABLE DISCUSSIONS

Table 5 Constitution for a Martian Colony

Participants will learn how astronomy and government teachers collaborated on a project to create a constitution for a future Mars colony. Do you have examples of cross-curricular projects involving subjects that do not normally mix?

Jeff Adkins, Academy Coordinator; **Allison Weihe**, Government Teacher, Deer Valley High School, ESPACE Academy, Antioch

Table 6 Making Colleges Your Academy Partners

Liberty High School's Teaching and Learning Academy will share the articulation and dual-enrollment agreements the academy has with two state universities and a local junior college.

Kandy Aldana, Academy Coordinator; **Karen Cailotto**, Academy Coordinator, Liberty High School, Teaching and Learning Careers Academy, Brentwood

Table 7 Common Fiscal Issues Challenging Academies and Sources of District and Business Match

California Partnership Academies' budgets, district and business match, and end-of-project expenditure reports are carefully reviewed every year by California Department of Education (CDE) staff. A CDE analyst will discuss appropriate expenditures, ways to achieve district and business match, and allowable and nonallowable expenses. An opportunity to find answers to pressing questions will be provided.

Machelle Martin, Analyst, California Department of Education, Sacramento

Table 8 Coordinating Sustainability in the Midst of Change

Participants will discuss how to support and maintain a successful academy program once key staff members, partners, or administrators leave.

Aline H. Lee, Academy Coordinator, Clayton Valley High School, Clayton Arts Academy, Concord

ROUNDTABLE DISCUSSIONS

Table 9 Making the Connection from Classroom to Careers

Participants will discuss the development and implementation of a First Responder class offered to high school seniors at Oceanside High School. This class is articulated with Palomar College and partners with the Oceanside Fire Department and lifeguards. The course groups students with working professionals in firefighting, health, and water safety.

Debbie Foley, Academy Coordinator, Oceanside High School, Health Academy, Oceanside

Table 10 California Math and Science Partnership (CaMSP)

CaMSP provides professional development for teachers using scientific and research-based teaching methods to improve student achievement in mathematics or science.

Lisa Fassett, Consultant, California Department of Education, Sacramento

Table 11 Interdisciplinary Project That Combines History, Literature, Science, Fine Arts, and Graphic Design into a “Decade Brochure”

Students and teachers will share the process and results of this in-depth 10-week multidisciplinary project that promotes writing skills, research, and design for print and the Web.

Aazam Irrillian, Teacher and Academy Coordinator, Grover Cleveland High School, Academy of Art and Technology, Reseda

ROUNDTABLE DISCUSSIONS

Table 12 Online Mentoring: Scratching Beneath the Surface

Carefully designed online mentorship bolsters students' technological, social, and academic skills. This roundtable presentation highlights the benefits of online mentoring: qualitative use of Internet resources, development of self-esteem, clarifying personal goals, and vision. All are aspects of online mentorship that lead to a meaningful academic experience.

Kate Schrauth, Executive Director; **M. Michelle Derosier**, Director of Programs, icouldbe.org, Inc., New York

Table 13 Motivational Strategies

Participants will discuss the best practices for increasing students' academic engagement and enhancing students' postsecondary opportunities. Three key questions will be addressed: (1) What activities motivate students to achieve in the classroom? (2) How can teachers help students sustain their motivation? (3) What specific lesson plan(s) help to increase students' intrinsic motivation?

Anna Luty and **Amir Whitaker**, Academy Coordinators, Mental Health America of Los Angeles

Table 14 Career Academy Support Network Handbooks and Guides

A CASN staff member will share the wide variety of guides for planning and evaluating academics, developing course sequences, and operating mentor and internship programs.

Charlie Dayton, Coordinator, Career Academy Support Network, Berkeley

Table 15 Let's Explore Your Perkins Questions

The presenter will provide an opportunity to explore answers to questions regarding Perkins IV and the new requirements for the local plan.

Russ Weikle, Administrator, California Department of Education, Sacramento

ROUNDTABLE DISCUSSIONS

Table 16 Student Support Systems

Student support systems are addressed on the annual report. Here is a chance to share ideas on everything from monitoring grades to building relationships, and hear what the presenters have done to provide critical help where needed.

Debbie Sorensen, Academy Coordinator, La Habra High School, Highlander Marketing and Business Academy, Fullerton

Table 17 Improving Writing Skills Through Visual Storytelling

This roundtable discussion highlights how Leland High School's animation program uses visual storytelling projects to improve student writing skills. Leland's use of creative projects to re-emphasize basic writing techniques and process is shared.

Iliad Rodriguez, Coordinator, Leland High School, Specialized Secondary Program—Filming and Animation, San Jose

Table 18 Teaching Effective Communication

"Screen-agers" need to be educated as visual, verbal, and textual communicators. ACME animation connects classrooms to college students, teachers, and animation professionals. Join a discussion on teaching effective communication in various subjects, aided by a social network of experts and advanced learners. Master will offer one example in history/cultural studies. Bring ideas for your subject!

Dave Master, Curriculum and Program Director, ACME Network;
Wes McBride, Instructor, Verdugo Hills High School, Los Angeles Unified School District

GENERAL SESSION

Wednesday, March 26, 8 A.M.–9 A.M.

Marriott Hall Ballroom
Salons 1, 2, 3, and 4



Special Honor to Marilyn Raby, Founder of California Partnership Academies

Marilyn Raby began her work with career academies in 1980 when she was a math teacher in the Sequoia Union High School District in Redwood City, just south of San Francisco. She was charged with finding an approach to stop the widespread dropouts of mostly African American students coming to that district from East Palo Alto, a depressed community across the freeway. The result was the first two academies in California, the Electronics Academy at Sequoia High School and the Computer Academy at Menlo-Atherton High School. Unlike most such programs at that time, these offered rigorous academic courses combined with a career-technical theme.

Three years later these programs had performed so well that Marilyn took their story to the California legislature. The result was the birth of the California Partnership Academies. By that time Marilyn had become the Sequoia Union High School District director of curriculum and instruction and from that vantage launched two more academies in that district and helped many interested inquirers from around the state and nation who came to her for guidance. After a decade in that role, during which she helped to form a state-level committee to support California Partnership Academies and saw academy numbers grow to over 100, she left the district in 1995 to join the Graduate School of Education at the University of California, Berkeley.

At UC Berkeley, Marilyn quickly became a national spokesperson for the academy approach, flying all over the country to give presentations at conferences and to lead workshops for teachers. She was on a number of national panels and was invited to the White House, among other places. With two colleagues at UC Berkeley, she coauthored *Career Academies: Partnerships for Reconstructing American High Schools*, which quickly became the bible for this movement. By the time she retired in 2002, she had become a national treasure, celebrated for her intelligence, warmth, and inspiration, and career academies had grown to several hundred in California and thousands elsewhere. Sadly, just two years later, Marilyn died. But her legacy lives on, and more than any other single individual, Marilyn Raby deserves the title of mother of the California Partnership Academies.

GENERAL SESSION—Wednesday, March 26, 8 A.M.—9 A.M.

California Partnership Academies Student Alumni Panel

Every year over 8,000 partnership academy students graduate from high school. Today former students return to share how their academy experiences have influenced their lives.

Humberto Gurmilan “Beto,” Montgomery High School, Montgomery Media Institute, Class of 1997, San Diego

Beto was a standout in high school and has distinguished himself in San Diego as a bilingual journalist. He is a sports anchor for Telemundo, a local television station. Beto mentors partnership academy students, is a frequent guest speaker, and regularly hosts students at the television station.

Iraida Camacho, Mar Vista High School, Poseidon Academy, Class of 2002, Imperial Beach

At the Poseidon Academy from 1999 to 2002 at Mar Vista High School, Camacho had the opportunity to participate in the Sea World education department internship program. She used her knowledge of marine science to give presentations to visitors at the park. She remained an employee for four and a half years before choosing to become a preschool teacher. Currently, she is working part time as an aide at a preschool while attending college to earn an A.A. in child development.

Raquel Marques Maden, Montgomery High School, Montgomery Media Institute, Class of 1998, San Diego

Maden currently serves as a council representative to San Diego Council member Ben Hueso in District 8. In the District 8 office, she is responsible for Spanish-media relations and currently represents the council member in the policy areas of budget, education, public safety, and neighborhood services.

Maden graduated from San Diego State University in May 2004 and immediately ran for public office in November of 2004. In winning the race for the San Ysidro school board, she became, at the time, the youngest school board trustee in the state and subsequently the youngest board president in the nation. Maden is also a consultant to the Expert Internet Systems, a community volunteer, president of the San Ysidro Women’s Club, a member of the Board of Directors for the Borderview YMCA, director for the Miss San Ysidro Pageant, and a Sunday school teacher.

Jessica Winthrop, Colusa High School, Environmental Sciences Academy, Class of 2002, Colusa

Winthrop started the first recycling program at Colusa High School as part of her academy senior project, a program still operating and providing funding for the academy. After graduating from Occidental College in Los Angeles in 2006 with a bachelor’s degree in English, she spent almost two years as assistant to two attorneys in a Fortune 500 company. She recently became events manager for Airtel Plaza hotel.



SESSION V

Wednesday, March 26, 9:15 A.M.–10:30 A.M.

California Partnership Academies Coordinators Meeting

San Diego Ballroom Salon A

California Department of Education staff will conduct the annual California Partnership Academies Coordinators Meeting. Program expectations, required reporting, and relevant policies will be discussed. This workshop provides an opportunity to review compliance and funding issues, as well as legislation, facing academies. Due to limited seating, this meeting is only for coordinators and administrators.

Paul Gussman, Manager; **Karen Shores**, Consultant; **Jerry Winthrop**, Consultant;
Machelle Martin, Analyst, California Department of Education, Sacramento

STEM: Interdisciplinary Instruction Across Science, Technology, Engineering, and Math

Atlanta

This workshop introduces educators to the STEM Equity Pipeline Project in California. The project is designed to build capacity to increase the participation and completion of special-population students in STEM education. In this workshop, participants explore interdisciplinary instruction using STEM as an example to integrate standards and content across math, science, and career technical education.

Mary Gallet, Consultant, California Department of Education, Sacramento

Integrating Math Using Geometer's Sketchpad

Chicago

Presenters will provide an overview of the Space, Technology, and Robotic Systems Academy, a pre-engineering program integrating math, science, and English. They will demonstrate how concepts in geometry and drafting are reinforced using Geometer's Sketchpad software.

Deborah Marsh, Academy Math Teacher; **John Galisky**, Academy Coordinator, Lompoc High School, Space, Technology, and Robotic Systems (STARS), Lompoc

Linking California Partnership Academies with Apprenticeships

Coronado

This workshop focuses on linking California Partnership Academies with apprenticeships. The following topics will be discussed: (1) what are apprenticeships; (2) why use apprenticeships; and (3) how can California Partnership Academies prepare students for apprenticeships. This workshop gives academies an opportunity to discuss how they can link with apprenticeships to create pathways for students who wish to enter apprenticeship programs out of high school.

Robert R. Verdugo, Jr., Consultant, California Department of Education, Sacramento

SESSION V—Wednesday, March 26, 9:15 A.M.–10:30 A.M.

Personalized Learning, Student Support, and Model Curriculum

Leucadia

Participants will learn how to create sustainable structures that support student achievement. Model curriculum and programs will be emphasized.

Robert Moran and **Victoria Vincench**, Teachers, Irvington High School, Center for the Creative Arts, Fremont

Connect Your Students to the Real World of Business

Manchester 1 and 2

This business simulation course puts students in charge of their own business. The hands-on, project-based atmosphere engages and motivates business-minded students.

Jeff Wood, Virtual Enterprise Teacher, Mount Miguel High School, Academy of Hospitality & Tourism Management; **Fran Trout**, Coordinator, Napa County Office of Education, Business Education Project, Spring Valley

Advisory Board Structure and Management for Fun and Profit

Marriott Hall Salon 5

The structure of an advisory board is critical to overall performance and sustainability. The focus here is on advisory board structure and design to help manage and maintain a proactive, engaged advisory board.

Charlie Katz, Director, Advisory Board Development, National Academy Foundation, New York

Consultant Learning—A New Approach

Point Loma

The presenters will focus on organizing the classroom for project-based learning while turning it into a mini-economy in which student consultants earn “money” to buy their grade.

Mark Hoskisson, English Teacher, Hoover High School, Academy of Information Technology; **Scott Kunkel**, University of San Diego, Business Department, San Diego

SESSION V—Wednesday, March 26, 9:15 A.M.–10:30 A.M.

ACE Mentoring: A Program Providing Mentors from the Career Pathways of Architecture, Construction, and Engineering

Rancho Las Palmas

This successful national program has provided industry partnerships to many local high schools across the nation and most recently in Sacramento. The Engineering, Science, and Technology Academy students at River City High School worked with mentors organized by the Sacramento Builders Exchange. ACE provides students with worksite visits, job shadowing, mentors, project development, and the chance to design and build models that are then presented to a large community forum.

Ron Pina, Consultant; **Bob Coffin**, Teacher; **Sedikeh Yusufi**, Teacher, River City High School, Engineering, Science, and Technology Academy, Sacramento; **Tim Taylor**, Director, Sacramento County Office of Education, Regional Occupational Programs, Sacramento

A Student-Managed Public Planetarium

Solana

Students operate the school's digital planetarium, presenting professionally produced shows, including "Black Holes: The Other Side of Infinity," sponsored by NASA. Materials developed by NASA will be shared.

Jeff Adkins, Academy Coordinator, Deer Valley High School, ESPACE Academy, Antioch

California Environmental Education Initiative (EEI): Principles, Concepts, and Model Curriculum

Torrance

Participants will learn about the Environmental Education Initiative, including the principles, concepts, and model curriculum. Participants will be provided with information on piloting efforts.

Andrea Lewis, Assistant Secretary, California Environmental Protection Agency, Sacramento

How to Keep a Specialized Secondary Program (SSP) Going After Funding Ends

Warner Center

State funding ended for Westminster High School's math, science, and technology SSP (called MERITS) more than nine years ago. Participants will learn the secrets of finding new revenue and personnel streams that allow the program to continue.

Kathleen Iverson, Teacher; **Kimberly Gonzalez**, Program Coordinator, Westminster High School, Specialized Secondary Program: Math Educational Resources Integrated with Technology and Science (MERITS), Westminster



SESSION VI

Wednesday, March 26, 10:45 A.M.—NOON

Arts Education and Education for Arts Careers

Atlanta

This presentation will address the strong connection between arts education (aligned to the visual and performing arts standards) and education for careers in the arts, media, and entertainment industry sector. A general comparison of the visual and performing arts and CTE standards and frameworks will be followed by a discussion of curricular connections, appropriate funding streams, credentialing issues, and the appropriate role and interaction of various educational providers (e.g., district-funded programs, regional occupational program, community college, private postsecondary institutions, and higher education).

Jack Mitchell and **Nancy Carr**, Consultants, California Department of Education, Sacramento

Culminating Projects in Digital Arts

Chicago

Participants learn to combine art and information in authentic technology projects fusing National Education Technology Standards, English language arts content standards, visual arts standards, and twenty-first century skills to serve students in higher education and beyond.

Matt Hamilton, Academy Coordinator; **Matt Cauthron**, Data Teacher, Apple Distinguished Educator, Cathedral City High School, Digital Arts Academy, Cathedral City

Higher Expectations Equal Increased Student Success: Incorporating Advanced Placement in the Academies

Coronado

All students can gain access to the concepts and skills of higher-order thinking in advanced classes. This academy has created a structure in which all students have access to AP English and AP calculus and benefit from rigorous heterogeneous classes in which creative, inclusive curriculum brings success.

Susannah Bell, English Teacher; **Matt Bremer**, Math Teacher, Berkeley High School, Community Partnerships Academy, Computer Academy, Berkeley

State Update—High School Resources and Research

Leucadia

California Department of Education (CDE) staff members will provide an overview of current high school reform resources. This information would be valuable to schools and districts interested in implementing effective structures and strategies. This workshop will provide multiple opportunities for dialogue and questions.

Karen Shores and **John Merris-Coots**, Consultants, California Department of Education, Sacramento

SESSION VI—Wednesday, March 26, 10:45 A.M.—NOON

Mathematics Through the Performing Arts

Manchester 1 and 2

This workshop will show how the performing arts can change a student's image of math. This presentation uses dance, theater, and computer images to demonstrate how math is found throughout the natural world.

Ron Ortman, Math Coordinator, Franklin High School, Oakland

Partnering with Junior Colleges (Repeat from Session I)

Point Loma

A partnership with junior colleges vastly improves educational opportunities to students, making each program more successful and easing the recruitment process. The workshop includes how to identify resources, restructure curricula, establish articulated pathways, and dramatically increase concurrent enrollment.

Mike Kuliga, Academy Coordinator, Sequoia High School, Electronic Arts Academy, Redwood City

Vertical Planning Made Easy

Rancho Las Palmas

Presenters will do vertical planning, which will assist academy teams in building students' skills in reading, writing, speech, and research. This working session will allow teams to decide which skills are necessary for each grade level and to build academy projects throughout their school.

Ellen Towers, Academy Coordinator; **Vicky Banks**, Social Studies Teacher, Hoover High School, Academy of Information Technology, San Diego

Grant Reporting 101

San Diego Ballroom Salon C

The do's and don'ts of completing the annual report will be presented by a member of the Technical Assistance Committee. The scoring rubric will also be shared with the group.

Linda Greer, Lead Teacher, Cordova High School, Business Technology Academy, Rancho Cordova

Career Technical Education (CTE) Focused Themes and Projects and Essays—Oh My!

Solana

Academic rigor, relevance, and relationships are prompted by integrating a CTE focus into core content academic courses. Participants will work through a mock collaborative process to create one integrated lesson and will be given specific examples of integrated, CTE-focused thematic units, projects, and essays.

Nikki Siercks, Consultant, Smaller Learning Communities Design, Los Angeles Unified School District (retired); **Erin Ghaffary**, Teacher; **Ron Harris**, Teacher; **Jeff Fisher**, Teacher; **Richard Helm**, Teacher, Monroe High School, Media and Performing Arts Academy and Police Academy, Tarzana

SESSION VI—Wednesday, March 26, 10:45 A.M.—NOON

Practical Technical Writing Strategies

Torrance

After years as a technical writer, the presenter became a teacher five years ago. She will share some “tricks of the trade” that help teach students to be clear, correct, and concise.

Kim Bell, Teacher, Weston Ranch High School, Cougar Academy of Justice Education (CAJE), Stockton

Statewide Career Pathways: Creating School-to-College Articulation (Repeat from Session III)

Warner Center

This project, arising from Senate Bill 70, brings together high school, regional occupational center or program, and community college teachers to develop articulation templates and make articulation agreements available in a statewide database. Participants will learn about the progress of the project, future plans, and how they affect academy students.

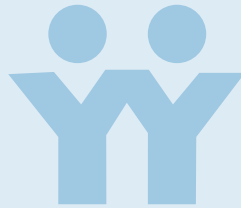
Jane Patton, Faculty Coordinator, Creating School-to-College Articulation Project, Mission College, Santa Clara; **Bill Davis**, Steering Committee Member and Agriculture Teacher, Statewide Career Pathways, Sacramento; **David Miltzer**, Consultant, California Department of Education, Sacramento



CLOSING LUNCHEON

Wednesday, March 26, 12:15 P.M.–1:30 P.M.

Marriott Hall Ballroom
Salons 1, 2, 3, and 4



TEACHER RECOGNITION AWARDS

GIFT BASKET DRAWING

CLOSING ANNOUNCEMENTS

DON'T FORGET . . .

Please complete and return your evaluation form. Your feedback is important in the planning of the 2009 conference. In exchange for the receipt of your evaluation, you will receive a raffle ticket for the gift basket drawing at the luncheon on Wednesday.

ACKNOWLEDGMENTS

The California Department of Education, California Partnership Academies (CPA) staff, and the CPA Technical Assistance Committee would like to offer special thanks to all the presenters, facilitators, activity coordinators, and the participants of the 20th Annual California Partnership Academies Conference. Your involvement makes this conference a success!

California Partnership Academies Technical Assistance Committee

Sabrina Arney, Academy Coordinator

Jordan High School

Aspirations in Medical Science (AIMS) Academy

Long Beach, CA

Dianna Anderson, Academy Coordinator

East Bakersfield High School

Health Careers Academy

Bakersfield, CA

Debbie Curtin, Academy Coordinator

Blair Magnet Health Careers Academy

Pasadena, CA

Charlie Dayton, National Director

Career Academy Support Network

University of California, Berkeley

Julian “J.” Gonzalez, Adviser

Career and California Partnership Academies

Career Development Branch

Los Angeles Unified School District

Linda Greer, Lead Teacher

Cordova High School

Business Technology Academy

Rancho Cordova, CA

Vera Jacobson, Career Technical Resource Teacher

Sequoia Union High School District

Redwood City, CA

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Riverside Unified School District
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Oakland, CA

Ron Pina, Administrator, CTE Resources
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Winters, CA

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Carlmont High School
Business Technology Academy
Belmont, CA

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Career Development
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North Hills, CA

Nikki Siercks, Coordinator
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Karen Tilson, Academy Coordinator
Riverside Poly High School
Hospitality Academy
Riverside, CA

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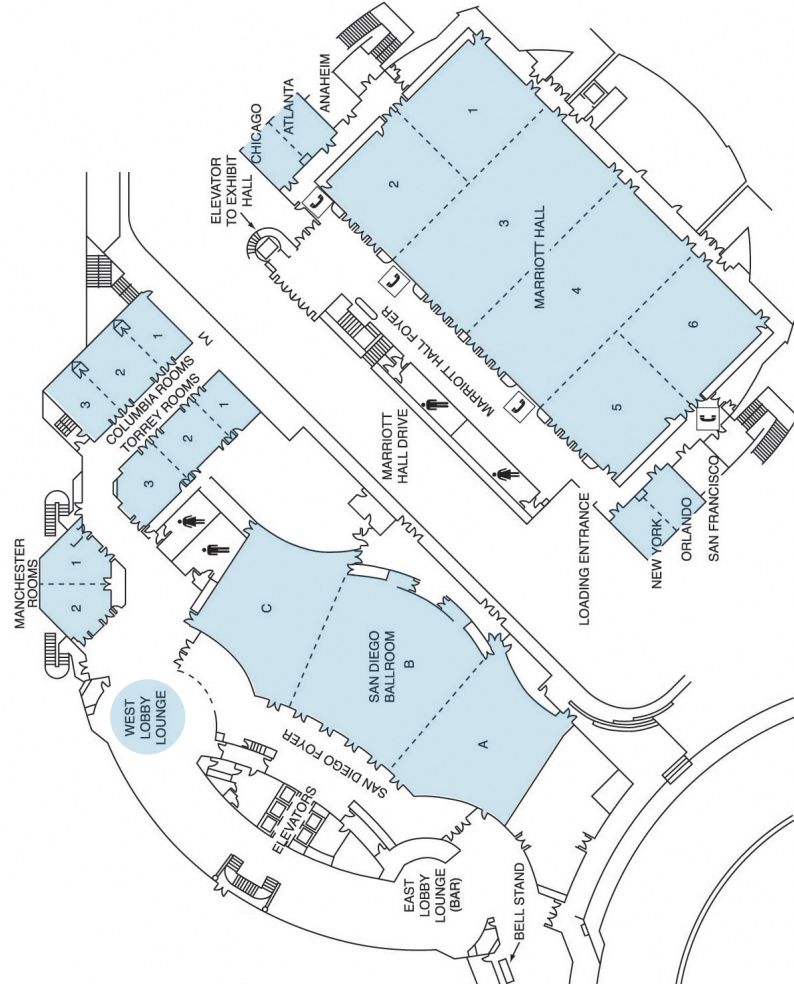
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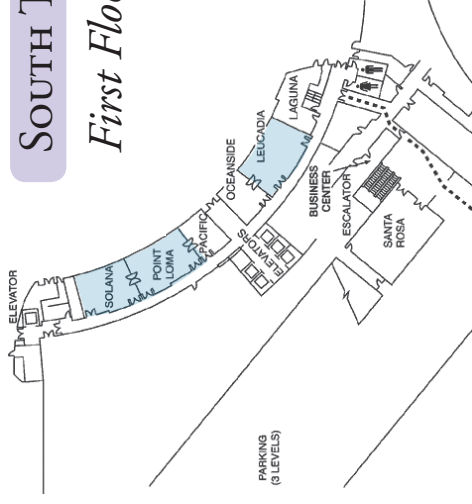
NORTH TOWER

Lobby Level



SOUTH TOWER

First Floor



SOUTH TOWER

Fourth Floor

